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ABSTRACT

The system or plan for faculty development and evaluation at the College of St. Francis is described. The plan was proposed by the division chairpersons, the faculty-owned Faculty Development Committee, the Office of Academic Affairs, and the entire instructional faculty at the college. Among the assumptions accepted were: (1) a system of faculty evaluation must be linked with a faculty development program and must exist within a framework of a reward system; (2) all parties affected must have an equal opportunity for input; (3) the system must be unique to the institution and not imported in toto from another institution; and (4) the system of evaluation should allow for several types of evaluation. Two packages of evaluation materials were developed and are included in this report. The faculty development program, budgeted at $13,000 for the first year, covers professional development, instructional development, personal and social development, and advisory programs. St. Francis' use of two consulting programs, from the CASC Consulting Network and the University of Kansas IDEA System, is also discussed. The college's application packet for promotion is appended, along with a schedule for evaluation and promotion. Those forms to be completed by the applicant are included. (LBH)

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NEW DEAN, OLD PROBLEMS, AND $8,000

A Report on Faculty Development
Prepared for ERIC Clearinghouse

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College of St. Francis
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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HE 010 377

The ERIC Clearinghouse of Higher Education receives many requests for information on faculty development and evaluation, according to Marilyn Shorr, Assistant Director of ERIC. I was one person who made such a request during the Summer of 1977. As a new, somewhat young, Vice President for Academic Affairs, I searched eagerly for the type of report I am now submitting. The proliferation of information on faculty development and evaluation made my task of revising the education process and initiating a Faculty Development Program somewhat overwhelming. Gradually, however, the data and research began to take shape. Working together with the Division Chairpersons at our institution, the skeleton of a responsible Faculty Evaluation and Development program emerged. Previous to this effort, which had the full support of the president, sparse faculty development programs existed while the faculty evaluation system was somewhat haphazard and unsystematic. The institution, moreover, was stabilizing financially and had established another priority: Instructional Development, Teaching Improvement, and Stable, Mutually Responsible Faculty Personnel Policies and Procedures. The purpose of this report is to share with others, perhaps in the same circumstances, our system or plan for faculty development and evaluation. This plan was proposed by the Division Chairpersons, the faculty-owned Faculty Development Committee, the Office of Academic Affairs, and the entire instructional faculty at the

College. I hope that it might be of assistance to some individuals and institutions.

FACULTY EVALUATION

The centrality of an effective, systematic approach to faculty evaluation vis-a-vis a successful faculty development program was unanimously agreed upon. Volumes of literature were scoured. Essential commonalities and concepts were gleaned from the literature. Among other assumptions the following seemed almost universally accepted: (1) a system of faculty evaluation must be linked with a faculty development program and must exist within a framework of a reward system; (2) all parties affected by the system must have an opportunity to provide input into the system; (3) the system must be unique to the institution and not imported in toto from another institution; (4) the system must be clear (clarity is essential) and must be publicly announced and understood; (5) the system of evaluation should allow for several types of evaluation since the literature concludes that there is no one, single, evaluation process which is foolproof or comprehensive; (6) the system must be personal as well as systematic; (7) sufficient time must be allowed for the evaluation process to take place; (8) the input of student evaluations is unquestioned (the IDEA system, University of Kansas was eventually adopted after a thorough review of other standardized systems); (9) the purposes for the evaluation must be clearly stated and agreed upon by most; (10) evaluation should occur throughout the college (the institution, faculty, administrators, students, and staff); (11) the procedures for evaluation should be valid, that is, they should do what they're supposed to

do...they should also be able to accomplish the objectives of the evaluation system; (12) the system should not be closed, that is, it should be open enough so as to allow feedback to the person being evaluated (this is essential for proper referral and participation in faculty development); (13) the system shouldn't be overwhelmingly time consuming...faculty are very busy people; (14) faculty would be evaluated on four primary criteria: teaching, academic advising, professional growth and scholarly effort, and service to the college and community; furthermore, these criteria would be equally as important; (15) the faculty member should be given the opportunity to provide evaluative information from a variety of sources, persons, and offices.

EVALUATION PACKAGE

Two packages of evaluation materials were developed. One package contains information and materials for the applicant for promotion (the system was first put into practice within the framework of the Policies and Procedures for Faculty Rank and Promotion; the system will eventually be used for the entire faculty as we begin to implement college-wide faculty evaluation for purposes of contract renewal as a result of eliminating a tenure system and replacing it with a system of short term, rolling contracts).

The other package of materials were given to each appropriate Division Chairperson whenever a faculty member in that division picked up an application. Comprehensive evaluation (i.e., all faculty are evaluated twice a year by use of the IDEA Student Evaluation system) is self-initiated. The application then goes to the Division Chairperson who adds his or her recommendations and holds an interview with the faculty member. It is later

submitted to the Rank and Promotion Committee, then to the Vice President for Academic Affairs and, finally, to the President.

The two packages of materials appear here. Publishers were contacted for permission to reprint forms. (See Appendix A)

FACULTY DEVELOPMENT

At the outset, it was agreed upon by the Vice President for Academic Affairs and the Division Chairpersons that a standing committee of the Faculty Assembly should be established and that, furthermore, it should be comprised exclusively of faculty members. In addition, the Faculty Development Committee would be in charge of and disburse their own funds. A sum of $8,000. was budgeted for this committee and the activities it would sponsor. In early Fall this committee was formed and immediately began to research the literature and available material. As mentioned earlier, the information on Faculty Development is overwhelming. A condensation of essential features of successful faculty development was drafted. It was brought to the entire faculty and priorities were assigned. With the assistance of materials and personnel from CASC (the Council for the Advancement of Small Colleges) the faculty were polled as to what they wished their faculty development committee to sponsor. This appraisal instrument can be found in Bergquist, W. H. and Philips, S. R. A Handbook for Faculty Development, CASC, Washington, D.C., 1975. Two other helpful volumes include: Bergquist, W. H. and Philips, S. R. A Handbook for Faculty Development, Vol. II, CASC, Washington, D.C., 1977, and Quehl, G. H. and Bergquist, W. H. Final Report to the W. K. Kellogg Foundation on the

Advanced In-Service Faculty Development Program of the Council for the Advancement of Small Colleges, CASC, Washington, D.C., 1977.

It was agreed by the faculty development committee, the faculty in general and the Academic Affairs staff that the proposed faculty development program (1) would focus not only on professional development and instructional improvement, but also on personal and social development; (2) that it would involve first those faculty who would be willing to participate and later, by momentum, involve the "borderline" or "reluctant" faculty members; (3) that it would be adequately funded, to the point where it would be part of the institution's fund raising campaigns and the subject for grant applications; (4) that the program would be alligned to the faculty evaluation process; (5) that the faculty development committee would plan and coordinate the semi-annual faculty workshops (this provides both visibility and faculty-ownership).

THE FACULTY DEVELOPMENT PROGRAM

A Faculty Development Program was drafted by the committee with a goal towards implementing all the sub-programs over a two year period. As a consequence of the program draft, the college budgeted $13,000. for Faculty Development for the next academic year. The original amount was applied for (special procedures were developed by the committee for applying for faculty development funds) and distributed within the proposed framework of the program.

The program is outlined as follows:

1.) PROFESSIONAL DEVELOPMENT

- to implement a development-oriented faculty evaluation system.
- to institute a sabbatical program.
- to inaugurate a reimbursed Leave-of-Absence program.
- to defray costs for reimbursed memberships.
- to defray costs for reimbursed professional subscriptions.
- to defray costs for additional graduate study for faculty.
- to defray costs for reimbursement of graduate study for those faculty enrolled in terminal degree programs.
- to defray costs for attendance at professional conferences, conventions and meetings.
- to sponsor attendance at off-campus workshops to improve instruction.
- to sponsor certain travel for faculty.
- to subsidize the retraining of certain faculty.

2.) INSTRUCTIONAL DEVELOPMENT

- to sponsor on-campus workshops and activities aimed at improving instructional activities.
- to subsidize faculty attendance at off-campus conferences and workshops of the improvement of instruction.
- to subsidize the cost of video-taping and closed circuit television.
- to enhance classroom performance.

3.) PERSONAL AND SOCIAL DEVELOPMENT

- to sponsor additional meetings of faculty where they can exchange views, techniques, etc., aimed at personal and social development.
- to sponsor professional counseling services for faculty.
- to sponsor professional counseling for imminent retirees.
- to provide, if needed, professional marital and/or spiritual counseling for faculty.
- to provide for financial counseling for faculty.

4.) ADVISORY PROGRAMS

- to promote and defray cost of the Artist-Lecture series at the College.
- to host periodic luncheons, mini and short courses, book clubs, field trips, socials.
- to establish a MINI-GRANT program: faculty could apply to this fund to defray costs associated with their research and professional publications/ or to defray costs associated with events to improve classroom performance or enhance the instructional process.
- to defray costs for Consultant Services (teaching, tenure, other).
- to promote faculty exchange.
- to free faculty from time-to-time to participate in institutional activities such as mid-range and long-range planning, development of three year program, development of new

courses, new programs, and other valuable services which they could provide the college...funds would be used to defray costs of employing part-time, adjunct faculty to cover their usual course(s).

- to promote administrative and staff development.
- to fund an orientation program for new faculty.
- to purchase materials needed and associated with new teaching/learning techniques.
- to defray the costs associated with sending more faculty to CASC activities.
- to fund the Faculty Resource Room.
- to promote institutional studies on the nature of CSF students and students in general.

CONSULTANTS

Over the past year, the college took advantage of two consulting programs to facilitate its progress in faculty evaluation and faculty development. Through the CASC Consulting Network (a relatively inexpensive but very effective service) a consultant was identified and brought to campus. He addressed the faculty on personnel policies and faculty development. Through the IDEA system, (which provides free consultancies when sufficient services are contracted) another consultant was brought aboard and he addressed the faculty on evaluation and faculty development. Both consultants were well received and extremely helpful. Other consultants will come to campus in the Fall to conduct workshops on teaching, advising and retention.

I would encourage the use of experienced, knowledgeable consultants.

CONCLUSIONS

Our system or approach to faculty evaluation and development is only a year old. However, it is based on many authoritative sources and has already promoted a very positive faculty morale (not an unimportant result). As time goes by, additional reviews will, indubitably, lead to more refinements and perhaps substantial revisions. Should this information prove helpful, we will continue to update this report for ERIC Clearinghouse. I might say, in closing, that the program was presented to an AAC workshop held in early Spring in San Francisco and was generally applauded. Furthermore, two colleges have contacted us and asked for additional information on the two topics. We will be happy to supply information to those who request it.

APPENDIX A

COLLEGE OF ST. FRANCIS • 500 Wilcox Street Joliet, Illinois 60435

TO: Applicants for Promotion
FROM: P. J. Steinkrauss
Chair, Rank and Promotion Committee
DATE: September 14, 1978
SUBJECT: Application for Promotion

The application packet for promotion is attached as well as the revised and approved policies and procedures for promotion. A schedule for Evaluation and Promotion is also included. The packet contains only those forms which are to be completed by the applicant. The IDEA Student Evaluations will be distributed to students through the Vice President for Academic Affairs.

Some faculty who are involved in teaching situations not altogether appropriate to the IDEA System (internships, student teaching, studio courses, etc.,) may wish to either add items to the IDEA System form or to devise a supplementary student evaluation form which could be used simultaneously with IDEA.

Tne Student Appraisal of Advising forms are to be distributed to the advisees by yourself. Please obtain sufficient forms from my office for this purpose.

Division Chairpersons have the following forms: Teaching Materials and Procedures Appraisal, Classroom Visitation Appraisal, and Faculty Service Appraisal. A supply of Anecdotal Report forms are available in my office. The final recommendation form is also with the Division Chairperson.

Faculty who applied for promotion last year may wish to retrieve their application which was used last year. This application contains substantial information and may only have to be revised for application this year. In a sense, it is the beginning of your "portfolio" which can be used for several purposes.

Please read the materials closely. The application, together with the required supporting material, must be in the hands of the appropriate Division Chairperson on December 1, 1978. Since these procedures are somewhat new, please feel free to discuss the process with myself or any member of the Rank and Promotion Committee. I also have quite a bit of reference material on faculty evaluation and development should you wish to refer to it. One article is attached.

(over)

In keeping with one of the recommendations mentioned in the attached article, the following objectives of this Evaluation and Promotion system are:

1) To promote the improvement of teaching by building in feedback (IDEA, Chairperson interview, etc.);

2) To enhance instructional development by aligning this process with a strong Faculty Development program;

3) To assist the Rank and Promotion Committee and others to make substantially responsible decisions about promotion to another rank, advancement within rank (merit), renewal of contract (future), referral to faculty development programs;

4) To improve academic advising;

5) To promote college and public service;

6) To stimulate and enhance strong and astute faculty leadership;

7) To promote a cooperative attitude among faculty;

8) To allow for a process of self-evaluation and thus improvement;

9) To permit an opportunity for faculty to demonstrate their own value to students and the college and

10) Overall -- to provide a means to reward excellent teaching, advising, and meritorious service and growth.

Lastly, although it is not specifically mentioned in any other part of the Evaluation procedure, you may (it's entirely optional) provide a brief statement about your own activity as a faculty member vis-a-vis the college's spiritual goals. Such an item gives this application a characteristic reflecting our uniqueness as a Catholic institution of higher education. Such a statement could include a self-report of your participation in the intellectual, spiritual, and moral development of your students or your colleagues.

College of St. Francis - Academic Year 1978-79

SCHEDULE FOR EVALUATION AND PROMOTION

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
REQUESTS for APPLICATION for Rank and Promotion available	Sep. 14 - Nov. 17								
EVALUATION - TEACHING:									
1. IDEA Student Evaluation (or others)				Dec. 4-8					
2. Self-Evaluation (Candidate)				Dec. 1					
3. Review of Teaching Material (Div. Chair.)				Dec. 1					
4. Any Anecdotal Reports (Candidate, Student, Div. Chairperson or other)				Dec. 1					
5. Classroom Visitation (Div. Chair.)				Dec. 1					
EVALUATION - ADVISING:									
1. Appraisal of Advising (Student)				Dec. 1					
2. Student Advising Resume (Candidate)				Dec. 1					
EVALUATION - SERVICE:									
1. Faculty Service Report (Candidate)				Dec. 1					
2. Faculty Service Appraisal (Div Chair.)				Dec. 1					
3. Administrators Report (if applicable)				Dec. 1					
EVALUATION - PROFESSIONAL:									
1 Evidence of Professional Growth and Scholarly Effort (Candidate)				Dec. 1					
2. Performing and Visual Arts, if applicable (Candidate)				Dec. 1					
SUPPORTIVE MATERIAL:									
1 Faculty Data Sheet (Candidate)				Dec. 1					
2. Curriculum Vita (Candidate)				Dec. 1					
3. Prospectus of Goals and Plans (Candidate)				Dec. 1					
4. Other (see guidelines)				Dec. 1					
INTERVIEW: (Div. Chair. with Candidate)				Dec. 1 - -	Jan. 26				
RECOMMENDATION:									
Div. Chair. to Chair of R & P Committee					Jan. 31				
R & P Committee to V.P. for Academic Aff.							Mar. 7		
V.P. for Academic Affairs to President							Mar. 15		
CONTRACT NOTIFICATION by President to Faculty Member								Apr. 15	
FACULTY Member Must Respond to Contract									May 15
APPEALS:								Apr. 16 -	May 10

College of St. Francis

APPLICATION for ADVANCEMENT WITHIN RANK
or PROMOTION TO HIGHER RANK

Guidelines and Record of Service

Name: _____ ☐ Advancement within Rank

Division _____ ☐ Promotion to Higher Rank

and Program: _____ ☐ Other _____
(Specify)

Present Rank: _____ _____

Years of Service at CSF: _____ _____

Date of Initial Appointment: _____

Length of Service in Present Rank: _____

Date of Appointment to this Rank: _____

Signature: _____

The categories indicated below by Roman numerals correspond to the criteria for promotion stated in the Faculty Handbook. Some of the numbered items in each category refer to information which will be provided from other sources (e.g., student evaluation, student advising form, evaluation of chairperson, support letters, etc.); still other items must be supplied by the applicant on special forms (as indicated). The remaining items are mentioned as examples of possible ways of satisfying each criteria. The Rank and Promotion Committee does not necessarily expect a faculty member to have something to report for each numbered item. Nevertheless, the faculty member is requested to supply the headings and follow the numbering system used in this checklist when submitting this record of activities. Items marked with an asterisk are required.

I. CLASSROOM TEACHING

*A. Student Evaluations (last two semesters)
IDEA forms or others

*B. Self-Evaluation
A form is attached.

*C. Review of Teaching Materials - a syllabus for each class must be provided Other relevant material or commentary could be included at the Instructor's option.

D. Anecdotal Reports - these reports may be filed from time-to-time by the applicant or by others. They may be included in the application or directed to the Chair of Rank and Promotion Committee.

E. Classroom Visitation - a form is attached which is to be completed by the Division Chairperson or observer of your choice. An appointment for

visitation -- arranged by the applicant and Div. Chair or observer.

F. Other.

1. Evaluation reports may be requested from colleagues or students. The person must submit his report directly to the chairperson of the Rank and Promotion Committee.
2. New courses or programs developed within the last three years. Specify those approved for inclusion in catalogues of the College.
3. Major revision of established courses or programs. (Explain)
4. Participation in Three Year multidisciplinary courses. (Explain)
5. Special teaching assignments, basic skills or remedial work with students, tutoring, placement of students in Graduate Schools, etc.
6. Special utilization of College Library resources and/or PLATO system.

II. STUDENT ADVISING and PERSONAL COUNSELING (where appropriate)

*A. Student Appraisal of Advising - a sample form is attached which should be distributed to your advisees. Please pick up sufficient forms from Rank and Promotion Chairperson (T231). Please distribute these yourself to your advisees. The student advisee should return the form directly to the Rank and Promotion Chairman (T231).

*B. Self-Report - a form is attached.

C. Other.

III. FACULTY SERVICE TO THE COLLEGE AND COMMUNITY

*A. Self-Report - refer to III,D - a form is attached.

*B. Division Chairperson's Report - a form is attached.

*C. Administrator's Report (if faculty member is also responsible to any administrative office for certain management/administrative duties).

D. Other

1. Membership on college, governance, or division committees. (Indicate whether chairman or member.)
2. Supervision (last three years).
   a) supervision of independent studies
   b) supervision of internships
   c) supervision of assigned research
   d) supervision of undergraduate assistants (list number and nature of supervision)
   e) adviser or moderator of student groups within the division
3. Non-teaching division duties (indicate whether released time or compensation was granted).
4. Sponsorship, adviser or moderator of campus-wide student groups or activities (List groups).
5. Participation in Divisional affairs. (Explain).
6. Special work requested by the College. (Explain).
7. Student Recruitment (Explain).
8. Cultural activities sponsored (List groups).
9. Assistance to other faculty members (Explain).
10. Assistance to an administrative office, e.g., development,

financial aid, admissions, student personnel, campus ministry, etc. (Explain).

11. Membership in or service to community organizations.
12. Speaking engagements to professional and non-professional groups during the past three years. (Include lectures to community organizations and to intra- and inter-divisional groups).
13. Service to area schools (North Central evaluation committees, school boards, local educational committees, etc.)
14. Active membership in community and civic organizations (List).
15. Participation in college activities (Explain).
16. Amount of time spent in office hours and appointments with students.
17. Involvement in college public relations activities.
18. Involvement in Faculty Assembly meetings.
19. Involvement in the college's Continuing Education program.
20. Work on student orientation or registration sessions.
21. Involvement in Self-Study on accreditation process.
22. Discipline conferences hosted at the college.

IV. EVIDENCE OF PROFESSIONAL GROWTH AND SCHOLARLY EFFORT

*A. Professional Growth and Scholarly Effort - See IV,C - Professional Growth and Scholarly Effort -- Self-Report (form attached).

B. Performing and Visual Arts (where appropriate) - a form is attached.

C. Other.

1. Activity in professional associations and societies. List current memberships in professional organizations.
2. Offices in professional associations and societies (Detail).
3. Papers or other presentations before professional groups (List papers and groups).
4. Evidence of efforts toward individual professional improvement (elaborate if necessary).
5. Degrees earned, graduate courses completed, professional institutes, seminars, and conferences.
6. Current formal study.
7. Courses audited or correspondence courses completed.
8. Professional journals subscribed to.
9. Other professional publications read regularly.
10. Location and year of professional meetings attended in last five years.
11. Attendance at special lectures (indicate on or off campus).
12. Summer enrichment workshops.
13. Travel and brief statement as to its professional value.
14. Inter-disciplinary, intra-divisional cooperation.
15. Research for the past three years (Explain).
16. Self-Directed Study (current research projects, reading programs, etc.) and research in progress
17. Other factors you believe should be considered.
18. Publications (List).

19. Professional consultation.
20. Has the research been cited or quoted (Explain).
21. Book reviews, monographs, etc.
22. Grants applied for and received.
23. Institutional research on follow-up studies.

V. SUPPORTING MATERIALS

*A. Faculty data sheet (attached) and recent Curriculum Vita.
*B. Division Chairperson's overall evaluation and recommendation.
*C. Vice President for Academic Affairs' overall evaluation and recommendation.
D. Support letters (optional and pertinent to criteria).
E. A prospectus describing the faculty member's goals and plans in the criteria areas for the next three years.
F. Extent of involvement in any formalized faculty support or development program.
G. List of any professional, academic, civic, religious, or community honors or distinction. Professional recognition in terms of awards and/or honors. (Please explain)

Note:

This APPLICATION should be completed and returned to the appropriate Division Chairperson according to the procedures for Rank and Promotion.

Division Chairperson will be evaluated on the same criteria. The Vice President for Academic Affairs will fulfill those responsibilities reserved to the Division Chairpersons for their faculty members. Faculty evaluations of Division Chairpersons may be requested.

2. Promotion: Procedure and Qualification

Promotions are made at the discretion of the Board of Trustees and the President of CSF. Promotions are made in accordance with equal opportunity guidelines. Promotion functions include: 1) advancement or retention in rank for members of the Formal Instructional Faculty, and also 2) advancement, retention or regression in the level within rank for members of the Formal Instructional Faculty. Only Formal Instructional Faculty are eligible for rank or promotion in rank.

a. Procedures

Members of the Formal Instructional Faculty may request applications for promotion from the Vice President for Academic Affairs by the end of the second full week of November. The faculty member, using the application given to him or her by the Vice President for Academic Affairs, must formally apply for promotion prior to end of the second full week of December. Only those who formally apply will be considered. There is no automatic promotion or advancement within rank.

Qualifications shall be submitted in a dossier containing the application and its forms, information and data to be used in evaluating a request for promotion to the Division Chairperson by the end of the second full week of December. Incomplete applications will not be considered. After the Division Chairperson completes his or her part of the evaluation in process, including the interview with the candidate, he or she will forward these dossiers, together with his or her overall statement and recommendation, to the Chairperson of the Rank and Promotion Committee no later than the first class day in February. After due consideration of these materials and no later than the last class day in February, the Chairperson of the Rank and Promotion Committee shall forward these dossiers together with the Committee's statements and recommendations to the Vice President for Academic Affairs. The Vice President for Academic Affairs will forward these dossiers, Committee's recommendations, together with his own statements and recommendations to the President for final action. A Faculty member may appeal the decision on promotion up to 2 weeks following the President's final action.

Upon written request of any faculty member denied promotion or advancement, the President or his delegate shall furnish written reasons for the action to the candidate. The faculty member's letter of appeal, together with a copy of the letter of reasons, will be sent to the Rank and Promotion Committee for a response. Upon receiving the Committee's subsequent report on the appeal, the decision of the President will be final.

The Chairperson of the Rank and Promotion Committee will publish a schedule by the end of each September detailing the dates and procedures for evaluation and promotion. The Rank and Promotion Committee shall prepare the application to be used for promotion. The Rank and Promotion Committee and the Vice President for Academic Affairs are

responsible for the implementation of evaluation and qualification for promotion.

b) Qualifications and Conditions for Promotion

The minimum criteria for promotion to any rank shall follow Qualifications for Appointment to a Rank as described under II A.1.B. Promotion to the next higher rank shall require evidence of continuing professional accomplishments which is found to be satisfactory by the Rank and Promotion Committee. Promotion to the rank of Professor or Associate Professor shall require that the Rank and Promotion Committee find that the candidate in its opinion demonstrates considerably more than ordinary competence in teaching and in one of the other categories where appropriate, and is at least satisfactory in the others. Rank is also based on academic achievement and years of service. Excellent teaching, superior advising, exemplary and meritorious service, and professional and scholarly growth cannot substitute for the basic criteria.

i) Teaching -- CSF recognizes conspicuous success in teaching to be of great importance. Promotion to any rank and advancement within rank shall require demonstrated proficiency as a teacher. Continuous availability of faculty to students is essential and distinguishes CSF from large colleges and universities.

ii) Academic Advising -- CSF recognizes the exceptional importance of superior advising as a fundamental element and integral part of the student's total educational experience.

iii) Professional Services -- The faculty member shall be expected to participate in division and general faculty activities such as faculty committee, assembly and governance, supervision of student academic experiences, and college activities; he may also choose to participate in community affairs which are directly related to his field of professional competence, but such activity shall not relieve him from his primary obligation to serve the College as a division member and as a Formal Instructional Faculty member.

iv) Professional Growth and Scholarly Effort -- The faculty member is a member of a scholarly and professional community. As such, he is expected to advance that community by contributing to knowledge through research and publication, through the production of creative work, by activity in professional associations, by individual professional improvement, grantsmanship, etc.

Approved: Faculty Assembly
October 6, 1977

C.S.F. FACULTY DATA SHEET

Name: _____ Date: _____

I. Academic Qualifications (list chronologically starting with bachelor's degree):

Degree	Subject Area	Institution	Date Awarded

If you do not have a doctorate, how many years (i.e., equivalent of full grad. load, nine months) of graduate study have you had? _____. Years credited here and above may not be counted in the Professional Experience category.

When and where were the years accumulated?

Subject Area	Institution	Dates

II. Professional Experience:

A. College Teaching Experience: Total years, including current year: _____.

Dates	Institution	

B. Other Professional Experience (i.e., experience that you would see as the equivalent of college teaching, such as the ministry, administrative work, etc.)
Total Years: _____.

Dates	Institution	Position	Total Years

Explain the nature of the work if it is not self-evident: _____

III. Publications: (list chronologically on the reverse side)

SELF-APPRAISAL OF TEACHING

Teacher _____ Date _____

Term _____ Academic Year _____

Thoughtful self-evaluation can help improve teaching effectiveness. This questionnaire is designed for that purpose. You are asked to look at your own performance in teaching.

At your option, questions 11 and 12 may be added. Use the back of this form for any written comments you might want to express. These might record any unusual circumstances that relate to the courses and to your teaching them.

Directions:
Rate yourself on each item, giving the highest scores for unusually effective performances. Place in the blank space before each statement the number that most nearly expresses your view:

Highest			Average			Lowest	Not Appropriate	Don't Know
7	6	5	4	3	2	1	X	O

___ 1. Have major objectives of your courses been made clear?
___ 2. How do you rate agreement between course objectives and lesson assignments?
___ 3. Are class presentations well planned and organized?
___ 4. Are important ideas clearly explained?
___ 5. How would you judge your mastery of the content of courses?
___ 6. Is class time well used?
___ 7. Have you encouraged critical thinking and analysis?
___ 8. Have you encouraged students to seek your help when necessary?
___ 9. Have you encouraged relevant student involvement in the classes?
___ 10. How tolerant are you of student viewpoints that differ from your own?
___ 11.
___ 12.
___ Composite rating.

STUDENT ADVISING RESUME

(Self-Report of Applicant)

Name _____ For Academic Year _____

Department _____ Date _____

The advising resume provides an opportunity for you to describe your activities in this area. Use additional pages if necessary.

1. What were your advising responsibilities? _____

_____

_____

_____

_____

2. Were there innovative, creative, or special aspects of your advising that you would like to mention?

_____

_____

_____

_____

_____

3. Other comments (any special circumstances or problems that should be considered).

_____

_____

_____

_____

_____

STUDENT APPRAISAL OF ADVISING

Please fill in the name of your faculty adviser or counselor (whoever signs your class schedule) and also the date.

Name of Adviser _____

Date _____

This survey is given to learn about how you view your adviser. Please DO NOT sign your name. The space on the back of the survey allows you to use your own words, and extra questions may be added. Your assistance is appreciated.

DIRECTIONS: The appraisal instrument is divided into two sections: A. Academic Advising, and B. Personal Counseling. Section B is to be used only if you have had personal counseling from your Academic adviser.

Each statement describes a basic component of advising and/or counseling. Rate your adviser on each item, giving the highest scores for unusually effective performance. Place in the blank space before each statement that most nearly expresses your view.

High			Average			Lowest	Don't Know	Not Appropriate
7	6	5	4	3	2	1	O	X

A. Academic Advising

___ 1. Advises in terms of alternatives and encourages you to assume responsibilities for decisions.
___ 2. Has personal interest in assisting you through advising.
___ 3. Keeps appointments when made in advance.
___ 4. Keeps up-to-date with regulations and course offerings.
___ 5. Maintains accurate files on your progress.
___ 6. Seeks to plan programs consistent with your stated objectives.
___ 7.
___ 8.

B. Personal Counseling (Answer these questions if personal counseling is an acknowledged aspect of student advising.)

___ 1. Able to start working towards a solution to your problems because of this counseling.
___ 2. Is helpful to you.
___ 3. Is objective and non-punitive.
___ 4. Is willing to use college or community resources when your problems seem to be more than he can handle.
___ 5. Understands your point of view.
___ 6. Would you wish to return to this counselor for help in the future?
___ 7.
___ 8.

This information is very important to your adviser. Your immediate cooperation is appreciated.
Please return directly to Room T231, Office of Academic Affairs, Philip J. Steinkrauss. Thank you.

FACULTY SERVICE TO THE COLLEGE AND COMMUNITY

- SELF-REPORT -

Teacher _____ Date _____

Instructions: Using this report form, a faculty member should refer to the Guidelines for Rank and Promotion, III D. Here are mentioned approximately 20 examples of possible ways of satisfying this criterion. It is not necessary for a faculty member to have something to report for each numbered item. Nevertheless, the faculty member is requested to supply the headings as listed in the guidelines and to follow the numbering system used in the guidelines.

Example:

#1. Membership on college, governance, or division committees (indicate whether chairman or member).

_____

_____

_____

_____

_____

#__ _____

_____

_____

_____

_____

#__ _____

_____

_____

_____

(Use reverse side if necessary.)

EVIDENCE of PROFESSIONAL GROWTH and SCHOLARLY EFFORT

- SELF-REPORT -

Teacher _____ Date _____

Instructions: Using this report form, a faculty member should refer to the Guidelines for Rank and Promotion, IV C. Here are mentioned approximately 20 examples of possible ways of satisfying this criterion. It is not necessary for a faculty member to have something to report for each numbered item. Nevertheless, the faculty member is requested to supply the headings as listed in the guidelines and to follow the numbering system used in the guidelines.

Example:

#1. Activity in professional associations and societies (list).

_____

_____

_____

_____

_____

#__ _____

_____

_____

_____

_____

#__ _____

_____

_____

_____

(Use reverse side if necessary.)

PERFORMING AND VISUAL ARTS

Self-Evaluation

Teacher _____ Date _____

Title of presentation _____

Place or occasion of presentation _____

Time spent on this project _____

____ 1. Describe the presentation, including a statement of your intention or purpose. _____

____ 2. Discuss briefly any special difficulties that you encountered in producing the work or in making arrangements for its presentation or exhibition. _____

____ 3. Were other faculty members or students included in this production, performance, or exhibition project? If so, who and to what extent? _____

____ 4. How was the work received by the audience or spectators? _____

____ 5. How was the work received by the critics? _____

____ 6. Do you think the reaction of the audience or spectators and the reaction of the critics were justifiable in terms of your stated intentions for the project? _____

____ 7. How did you feel about this production or exhibition? _____

Other Comments: _____

ANECDOTAL REPORT

(Additional copies available in T231)

Regarding _____ Date _____

Appraiser _____

Description of Incident: _____

_____

_____

_____

_____

_____

_____

ANECDOTAL REPORT

(Additional copies available in T231)

Regarding _____ Date _____

Appraiser _____

Description of Incident: _____

_____

_____

_____

_____

_____

RANK AND PROMOTION CHECKLIST

(For Applicant's use -- please submit with application also)

I. Teaching:
- *Student Evaluations, IDEA and others (last 2 semesters) ☐
- *Self-Evaluation ☐
- *Teaching Materials (Syllabi) ☐
- Anecdotal Reports ☐
- Classroom Visitation ☐
- Other: _____
  _____
  _____

II. Advising:
- *Student Appraisal of Advising (To be distributed by applicant but returned to R & P Chair by student.) ☐
- *Self-Report ☐
- Other: _____
  _____
  _____

III. Service
- *Self-Report ☐
- *Division Chairperson Report ☐
- *Administrative Report ☐
- Other: _____
  _____
  _____

IV. Professional:
- *Self-Report ☐
- Performing or Visual Arts ☐
- Other: _____
  _____
  _____

V. *Faculty Data Sheet ☐
- *Division Chairpersons Evaluation ☐
- *Vice President for Academic Affairs Evaluation ☐
- Support Letters ☐
- Prospectus on Goals ☐
- Other: _____
  _____
  _____

* Required

DIVISION CHAIRPERSON'S

RANK AND PROMOTION MATERIALS

_____ has picked up and is completing his/her Application for Promotion. These forms are part of the application process and are to be completed by the appropriate Division Chairperson.

The Vice President for Academic Affairs will coordinate the IDEA Student Evaluation. The Student Appraisals of Academic Advising were distributed by the applicant and have been returned to my office. They are available for your review.

Date Application picked up:

_____

_____

Philip J. Steinkrauss
Chairman, Rank and Promotion

PJS:ok

TEACHING MATERIALS APPRAISAL

Teacher _____ Course _____

Term _____ Academic Year _____

Appraiser(s) _____ Title of Appraiser(s) _____
(Division Chairpersons)

_____ _____

The following appraisal form contains questions which should be helpful in judging this category. Additional questions may be added. Also, you may want to add a summary statement in your own words. Materials must include the syllabus; other materials could include pass-outs, bibliography, examinations, slides, tapes, etc.

Directions: Rate each item, giving the highest scores to unusually effective teaching materials and procedures.

Highest			Average			Lowest	Not Appro-priate	Don't Know
7	6	5	4	3	2	1	X	O

___ 1. How would you rate the overall quality of the course outline, if one is used?

___ 2. From what the instructor distributes, or from what is said, do you believe that the students gain a coherent picture of the course?

___ 3. Do the grading procedures seem reasonable and fair?

___ 4. Do the materials reflect the most acceptable authority sources as well as new views and evidence in the field?

___ 5. From what can be gleaned from the course materials and procedures, do you believe that the students have a challenging and meaningful experience in the classroom?

___ 6. Based upon an examination of course materials and procedures, how would you rate the course preparation and teaching concern of this individual as compared with other teachers in the department?

___ 7. As compared with others in the institution as a whole?

___ 8.

___ 9.

_____ Composite rating.

CLASSROOM VISITATION APPRAISAL

Teacher _____ Course _____

Term _____ Academic Year _____

Visitor(s) _____ Title _____

The following appraisal form contains 12 questions, many of which are found on the student appraisal of teaching form. In addition, you may want to develop a narrative description of your visitation.

Directions: Rate teaching on each item, giving the highest scores for unusually effective performances.

Highest			Average			Lowest	Don't Know	Not Appropriate
7	6	5	4	3	2	1	O	X

___ 1. Were the objectives of the class session made clear to you?
___ 2. How well was the class presentation planned and organized?
___ 3. Were important ideas clearly explained?
___ 4. How would you judge the professor's mastery of the course content?
___ 5. Was class time well used?
___ 6. Did the professor encourage critical thinking and analysis?
___ 7. Do you believe the professor encouraged relevant student involvement in the class?
___ 8. How did the professor react to student viewpoints different from his own?
___ 9. How would you describe the attitude of students in the class toward the professor?
___ 10. Do you believe that your visitation was at a time when you were able to fairly judge the nature and tenor of the teaching-learning process?
___ 11. Considering the previous 10 items, how would you rate this teacher in comparison to others in the department?
___ 12. As compared with others in the institution?
___ 13.
___ 14.
_____ Composite rating.

Yes ___ No ___ Did you make prior arrangements with the teacher for the visitation?

Yes ___ No ___ Did you have a follow-up conference?

Comments after class visitation: _____

_____

_____

Comments after follow-up conference: _____

_____

_____

ANECDOTAL REPORT

available in T231

Regarding _____

Date _____

Appraiser _____

Title _____

Description of incident:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

10/77

(Additional forms available in T231)

ANECDOTAL REPORT

Regarding _____

Date _____

Appraiser _____

Title _____

Description of incident:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

10/77

FACULTY SERVICE APPRAISAL

Name of teacher _____ Year _____

Appraiser _____ Title _____
(Division Chairperson)

Directions:

Please write in the blank space the number that describes your judgement of that factor as it relates to an individual's faculty service and relations. Rate the individual on each item, giving the highest scores for unusually effective performances. Additional questions may be added.

Highest			Average			Lowest	Don't Know	Not Appro-priate
7	6	5	4	3	2	1	O	X

___ 1. Acceptance of college assignments. Does he/she accept college assignments willingly? Does he/she volunteer occasionally?
___ 2. Attitude. Does he/she act in the best interest of the division and the college? Does he/she take a professional attitude toward human relations and personnel problems? Does he/she have a positive cooperative attitude?
___ 3. Cooperation. To what extent does the faculty member assist colleagues and others with their problems? Is he/she a good team member?
___ 4. Performance on college assignments. What is his/her performance level? How do colleagues perceive his performance?
___ 5. Professional behavior as it relates to his/her professional activities and the goals and nature of the institution. Does he/she act responsibly?
___ 6.
___ 7.
_____ Composite rating.

Description of specific assignments and services:

_____

_____

_____

_____

Comments:

_____

_____

_____

RECOMMENDATION FORM

Applicant's Name: _____

Advancement Within Rank
Promotion to Higher Rank
Other _____
(Specify)

_____

_____

_____

I. I recommend _____ for

_____.
(type of action)

Statement: _____

_____

_____

_____

_____

_____

_____

_____

Signature: _____
Division Chairperson

Date: _____

(To the Division Chairperson:
Submit this form, along with the faculty member's Application and your Classroom Visitation Appraisal, Chairperson's Report on Faculty Service to the Chairperson of the Rank and Promotion Committee.)

II. We recommend _____ for

_____.
(type of action)

(continued on next page.)

Special and unique contributions which have been made by this candidate to C.S.F.

_____

_____

_____

_____

_____

Does the candidate meet the established criteria for advancement or promotion? Yes (___) No (___). If no, upon what basis is it recommended that an exception be made?

_____

_____

_____

_____

_____

_____

Signature: _____
Chairman, Rank and Promotion Committee

Date: _____

III. I recommend _____ for _____.
(type of action)

Signature: _____
Vice President for Academic Affairs

Date: _____

Statement attached.